

Forming Future Professional Skills in University (By the Examples of French Experience)

Atadjanova Shakhnoz Abbasovna

Associate Professor, Tashkent State Pedagogical University named after Nizami Uzbekistan, Tashkent
shaxnoz59@mail.ru

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Annotation: In modern conditions, the main task of a Pedagogical university is to train a teacher-researcher, a highly professional, spiritual, highly moral personality. A special role in this process is played by updating the content of education and educational technologies. In this article, an attempt is made to see in the French experience important conclusions about the development of future professional skills in students of non-philological universities.

Keywords: education system, need, improvement, professional motivation, student activity, professional tendencies, professional motivation.

Introduction. The national training program “On Education” of Uzbekistan has been prepared in accordance with the provisions of the Law of the Republic of Uzbekistan, based on an analysis of domestic experience and world achievements in the education system, and independently focuses on a high general and professional culture, creative and social activity, and socio-political life. Aimed at the formation of a new generation of personnel with the skills to take responsibility, able to move forward and solve promising tasks.

The education system is also one of the largest employers in the country: it employs more than half of the civil servants. It should be noted that against the background of other countries, in particular Uzbekistan, France, on the one hand, is distinguished by the diversity of higher education institutions, on the other hand, by a sufficiently unified and centralized system of education management. Despite the decentralization process that has begun over the past two decades (J. Lang / Jack Lang Reform, 2003), the state department and regional governments have been given greater autonomy during this period. retained the role.

Various theoretical aspects of this research, philosophical and methodological bases of pedagogical professional education Yu. K. Babanskiy, B.S. Gershunskiy, V.S. Lednev, M.I. Maxmutov; A.S. Belkin, V.I. Zagvyazinskiy, I.Ya. Lerner, M. I. Maksmutov, V. A. Mijerikov, M. N. Skatkin, V. A. Slastenin; otrajeno v issledovaniyax V. P. Bepalko, A. P. Valitskoy, N. M. Voskresenskoy, E. V. Tkachenko on the problems of modernization of the content of pedagogical education and the development of state educational standards.

The modern French education system, developed over the last two centuries, is one of the most advanced in the world. A.X. According to Zakiryanov, the last three decades of the education system in France have been described as a period of “epidemic of reforms”, “explosion of reforms” [3, p. 10]. Objective socio-economic changes are the causes of this phenomenon.

- *The impact of scientific and technological progress on education in various forms;*
- *specific needs of radically changed economy, political and social life;*
- *The need to humanize social development.*

In the 1970s, many teacher training programs were developed. The main directions of these programs can be summarized as follows:

- 1) improvement, teacher training is an integral part of the whole organization of vocational education;
- 2) availability of training programs for individuals, not limited to a narrow range;
- 3) professional development of teachers should be a continuous process and should be carried out throughout their professional careers.

Thus, in the 1970s, the problem of teacher training became central to French education policy, and for the first time in French pedagogy, the need for it was expressed. Of course, the formation of research skills in teachers is an integral feature of a professional teacher.

Picture-1. Future Professional skills.



Main part. Professional motivation is the movement of specific motives that determine the choice of profession and the long-term performance of tasks related to this profession [1]. M.V. According to Vorobyeva, the professional motivation of a future specialist is a set of stable motives, a manifestation of the dependence of a person's professional views, attitudes, positions, as well as feelings, emotions, professional qualities. [4, pp. 8-9].

Professional motivation of university students is an effective way to solve the problem of professional formation - to strengthen the practice-oriented nature of education, to have a successful professional experience during their studies at the university. At the same time, professional practice is also a key tool in creating a positive student experience.

Student activity: the student empirically recognizes the world of the profession as an active subject of the holistic pedagogical process and strengthens the important features and laws of the future specialist. Practice works in conjunction with theory and cognition. Student practice is a source of scientific and practical knowledge and provides the necessary factual material for generalization and theoretical processing. The knowledge gained during the practical training will be used as a guide in action to change the reality and meet the needs of future professionals. In the process of such a change, an "ideal" plan to prepare the student for the future career and professional motivation is strengthened.

The structure of practical training is characterized by a system of interacting elements: purpose; purposeful activity, means of activity used in the process of realization of the purpose; the results are the product of activity [2, p. 90].

Supporting the statement about how important the work environment is for the student, we can turn to Frederick Gertsberg's theory of motivation. Gertsberg singled out two types of factors that affect the process of motivating a person: hygienic and motivational. The second type includes interesting work, good team, recognition and approval of work results, and in other words, it is also a work environment where employees can use their potential without fear of criticism and protest. This is critical to maximizing employee benefits and mobilizing the untapped potential of each of them [4, p. 122].

The task of educational institutions as an organizer of practical training for students is to offer future professionals a work environment that eliminates all the negative factors and maximizes the factors of professional motivation. In such an environment, students have the most valuable thing to contribute to work: internal motivations and incentives [4, p. 65].

Analysis. Structural and functional model of development of foreign linguistic intercultural competence of non-linguistic students higher faculties with additional language training: As mentioned above, the language training center in relation to additional training is understood by us as foreign language cultural and educational environment, involving additional training, education, development of students in context of a foreign language culture aimed at their preparation to intercultural communication in a foreign language in their paraprofessional sphere. Based on the existing scientific and methodological literature round of points of view on the component composition of this competence. The study presents the structure of foreign language intercultural communication competence in the aggregate of educational, motivating informative, meaningful, activity and evaluative components, as well as the relationships of the studied competencies with other competencies: linguistics and sociocultural, general cultural, sociolinguistic, thematic, pragmatic. In accordance with the allocated components as part of a foreign language intercultural communication, a structural and functional model of its development.

Structural-functional model of the development of a foreign language intercultural competence is a didactic system, aimed at:

implementation of the mechanism of language training of students and

- *evidence-based search;*
- *the choice of organizational approaches focused on definition of learning objectives;*
- *allocation and development of a specific organizational structure of the content of foreign language education;*
- *selection of scientific and methodological conceptual apparatus, including learning forms, methods and means of teaching;*
- *development of control and diagnostic tools to determine learning outcomes and its correction.*

Conclusion. The mission of the university is to select organizations where students can maximize their professional aspirations and gain new authority. Thus, it plays a major role in shaping and developing students' motivation for professional activity in choosing the right work environment.

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